



Faculty of Cognitive Sciences and Human Development

**EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT
AMONG UNDERGRADUATES IN KOTA SAMARAHAN**

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**EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG
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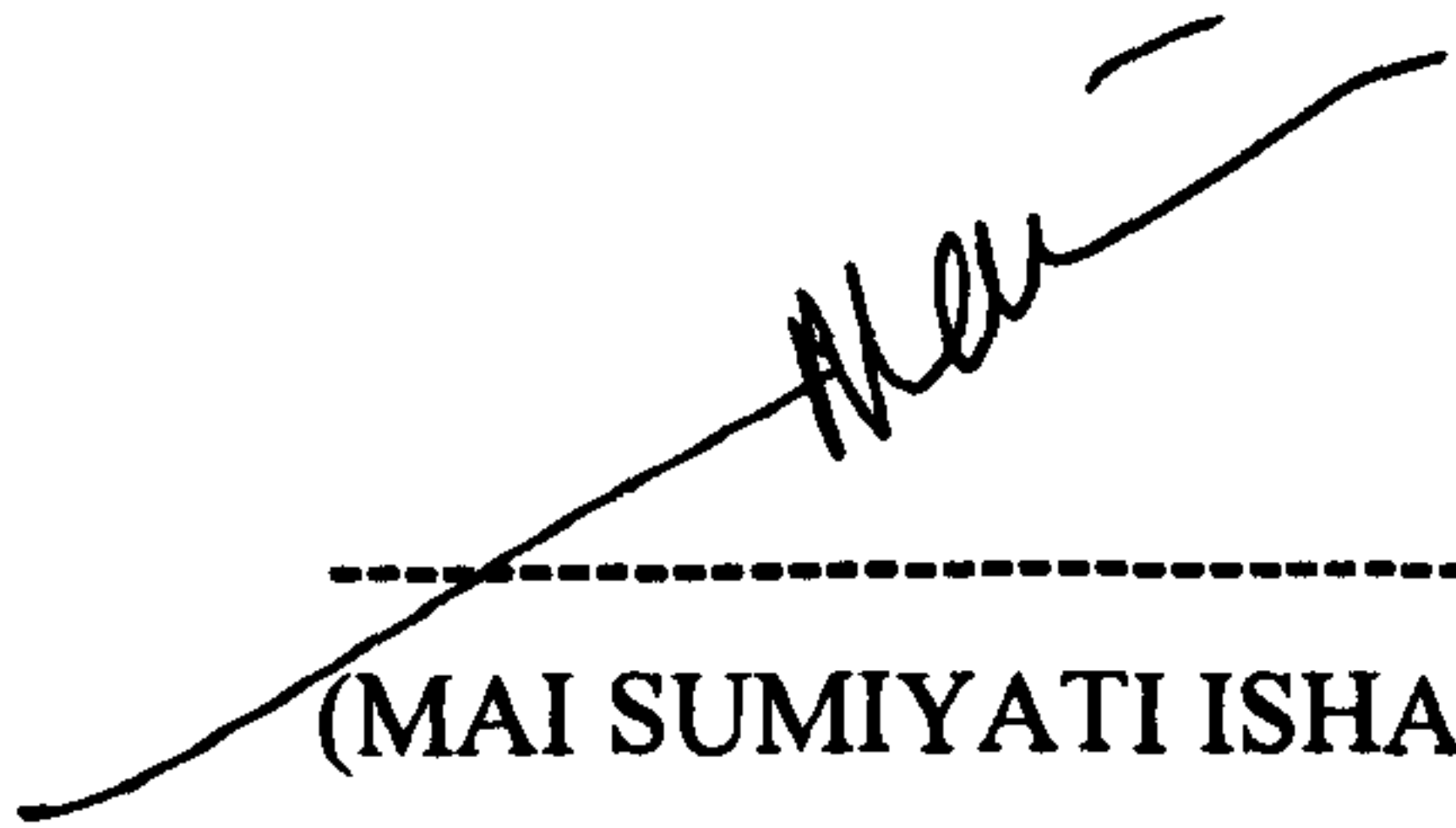
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The project entitled “Emotional Intelligence and Academic Achievement among Undergraduates in Kota Samarahan” was prepared by Jesica Anak Bat and submitted to Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Science with Honours (Cognitive Science).

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ABSTRACT

This study investigated the relationship between emotional intelligence and academic achievement among undergraduates in Kota Samarahan. This study also investigated the differences in undergraduate's emotional intelligence and academic achievement by demographic factors. Quantitative method was used to investigate this study. Schutte Emotional Intelligence Scale (SEIS) was tested on 101 samples to investigate relationship between emotional intelligence and academic achievement. Cumulative Grade Point Average (CGPA) was used to measured academic achievement. Pearson Correlation test was used to test relationship between emotional intelligence and academic achievement. Independent T - Test was used to examine the difference in emotional intelligence and academic achievement by gender among undergraduates. One Way ANOVA was used to investigate the difference in emotional intelligence and academic achievement by ethnic among undergraduates. Generally, the research findings indicated a significant relationship between emotional intelligence and academic achievement. No differences were found between emotional intelligence and academic achievement by gender and ethnic. This study suggests emotional intelligence to be emphasized in education program development to further improve academic achievement.

Keywords: Emotional intelligence, Academic achievement

ABSTRAK

Kajian ini dijalankan untuk mengkaji hubungan antara kepintaran emosi dan pencapaian akademik di kalangan mahasiswa di Kota Samarahan. Kajian ini juga mengkaji perbezaan antara kepintaran emosi dan pencapaian akademik dengan faktor demografik di kalangan mahasiswa. Kaedah kuantitatif digunakan untuk kajian ini. Schutte Emotional Intelligence Scale (SEIS) diuji ke atas 101 sampel untuk mengkaji perhubungan antara kepintaran emosi dan pencapaian akademik. Cumulative Grade Point Average (CGPA) digunakan untuk mengukur prestasi akademik. Korelasi Pearson Test digunakan untuk mengkaji perhubungan antara kepintaran emosi dan pencapaian akademik. T-Test digunakan untuk mengkaji perbezaan kepintaran emosi dan pencapaian akademik mengikut jantina di kalangan mahasiswa. ANOVA digunakan untuk mengkaji perbezaan kepintaran emosi dan pencapaian akademik mengikut etnik di kalangan mahasiswa. Secara keseluruhannya, terdapat hubungan antara kepintaran emosi dan pencapaian akademik di kalangan mahasiswa di Kota Samarahan. Tiada perbezaan yang ditemui antara kepintaran emosi dan pencapaian akademik mengikut jantina dan etnik. Kajian ini mencadangkan bahawa kepintaran emosi ditekankan dalam program pendidikan pembangunan dalam meningkatkan pencapaian akademik.

Kata Kunci: Kepintaran emosi, pencapaian akademik

CHAPTER ONE

INTRODUCTION

Nowadays, the problem of the person is on how to handle the emotion while study. This has become a serious problem at school. There was a lot of research has been done on the issue of the emotional intelligence (Goleman, 1998; Caruso, Mayer, & Salovey, 2002). Emotional intelligence is very important to all people, including workers, students and parents. It is because emotion can produce the reaction, whether negative or positive. Emotions will affect the way they think to solving problems, making decisions and so on (Mayer & Salovey, 1997).

When adolescents study, they will experience various kinds of emotion processes, especially when they experience stress. The Emotional Competencies can define as the skills of emotional intelligence for success (Goleman, 1998; Caruso, Mayer, & Salovey, 2002). For those having problems with their mood and emotion, they are easily stressed while studying. It is because they do not know how to control their emotion. By that, they are required to practice how to control their emotion because it will affect their studies. So, they can succeed in examination and be confident while doing the homework. Apart from that, they can also increase their knowledge and achievement by control themselves in whatever situations. The research was conducted among undergraduates in Kota Samarahan. Students who facing an uncontrolled emotion and don't even know how to manage with emotional intelligence can affect their studies.

When studying, students should know ways to manage stress to cope with the learning challenges and life complexities.

Students who cannot control emotions, their emotions will bog them down and may affect performance and relationship with friends. Since 1978, emotional intelligence has developed social development, social and emotional learning and personal intelligence that is aimed the

level of social and emotional competence (Goleman, 1995).

Problem Statement

Students need to know how to manage feeling and emotion properly and to manage problems well. They can handle their own emotion and feeling through the emotional intelligence. Hence, this study was aimed at investigating the following:

1. Is there any relationship between emotional intelligence and academic achievement among undergraduates?
2. Is there any differences in emotional intelligence by gender among undergraduates?
3. Is there any differences in emotional intelligence by ethnic among undergraduates?
4. Is there any differences in academic achievement by gender among undergraduates?
5. Is there any differences in academic achievement by ethnic among undergraduates?

Research Objective

The research was aimed at investigating the differences in emotional intelligence by academic achievement among undergraduates in Kota Samarahan.

Specifically, this research aimed to investigate:

- Relationship between emotional intelligence and academic achievement among undergraduates.
- Differences in emotional intelligence by gender among undergraduates.
- Differences in emotional intelligence by ethnic among undergraduates.
- Differences in academic achievement by gender among undergraduates.
- Differences in academic achievement by ethnic among undergraduates.

Research Hypothesis

H₀₁: There is no significant relationship between emotional intelligence and academic achievement among undergraduates.

H₀₂: There is no significant difference in emotional intelligence by gender among undergraduates.

H₀₃: There is no significant difference in emotional intelligence by ethnic among undergraduates.

H₀₄: There is no significant difference in academic achievement by gender among undergraduates.

H₀₅: There is no significant difference in academic achievement by ethnic among undergraduates.

Conceptual Framework

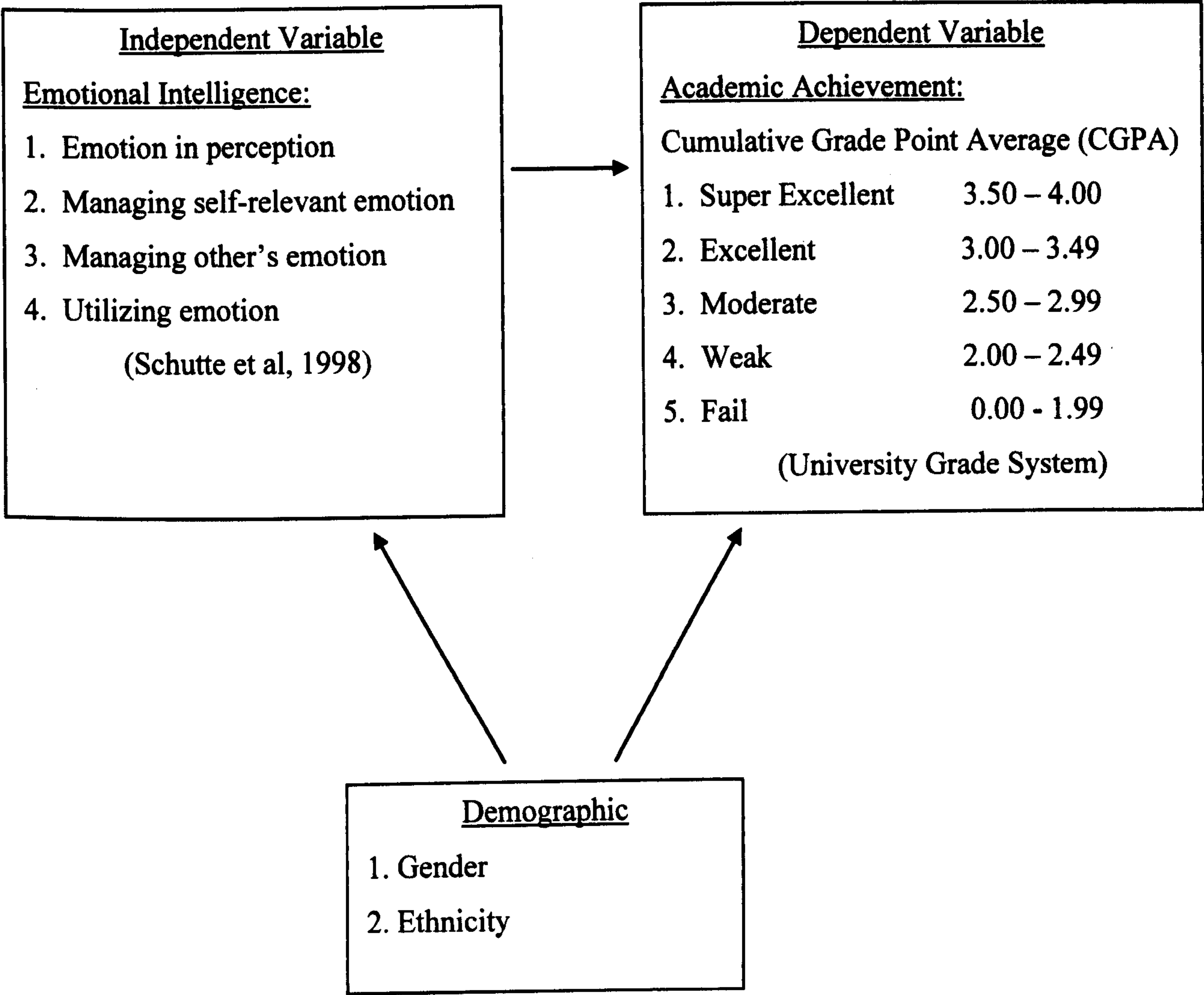


Figure 1: Conceptual Framework

Definition of Terms

Emotional Intelligence

Conceptual Definition: Emotional intelligence is the individual ability to handle and detect the emotion that they experienced based on the information that they get, (Robbins & Judge, 2007). The person's ability to control and manage their own emotion based on emotion in perception, managing self-relevant emotion, managing other's emotion and utilization of emotion.

Operational Definition: Undergraduate's emotional Intelligence was measured based on Schutte's Self-Reported Inventory (SSRI) (Schutte et.al, 1998) in this study. The emotional intelligence was measure the emotion perception, managing self-relevant emotions, managing other's emotions and utilizing emotions.

Emotional Perception

Conceptual Definition: According to Four Branch Model of Emotional Intelligence (Salovey, Mayer & Caruso, 2002), emotional perception is the first component in the branch. It is the ability to identify emotion and express emotion with the others. Other than that, emotional perception is able to understand individual thoughts and feelings can guide them to understanding of other people and behavior (Mayer & Salovey, 1997).

Operational Definition: Emotional perception was measured when a person is able to understand with facial expression, voice, intention and recognize the emotions of others experiencing. Then, it can be measured by how individual is able to know, aware and recognize emotion changes in oneself.

Managing Self-Relevant Emotion

Conceptual Definition: According to Four Branch Model of Emotional Intelligence (Salovey, Mayer & Caruso, 2002), managing self-relevant emotion is the fourth branch which is emotional management. The ability to manage emotion and can let their feeling distinguish

by reasoning, problem solving, decision-making and interpersonal skills (Mayer & Salovey, 1997).

Operational Definition: Managing self-emotion was measured by how individual is able to overcome the problem when they faced the obstacles. They know how to handle it when experience a positive emotion and seek out activities. Then, it is measured by how individual is able to control their emotions, motivate by imagining a good outcome when doing tasks and face of obstacles.

Managing other's Emotion

Conceptual Definition: Other than that, managing other's emotion is the third branch of emotional intelligence. It is defined as a capacity to analyze the emotions. It is an understanding of the emotional words of face expression or body language. The individual who can understand the emotions and feelings are able to describe differences between those feeling states ((Mayer & Salovey, 1997). They may be a sensitive person when they alerts with feeling changes because they have the ability to understand the purpose of emotions that is related by how and why the emotions can be swing from one feeling to another feeling (Mayer & Salovey, 1997).

Operational Definition: Managing other's feeling was measured by an individual's ability to identify the body language and face expression. The meaningful life towards each other's by having a good relationship and behavior. Then, managing other's emotion can be measured by how an individual is able to complement when the other person tells about the important things in their life.

Utilizing Emotion

Conceptual Definition: According to Four Branch Model of Emotional Intelligence (Salovey, Mayer & Caruso, 2002), utilizing emotion is a second branch that is an emotional facilitation of thought using emotional intelligence. Mood changes also the ability to generate

emotion to facilitate judgment and memory (Salovey, Mayer & Caruso, 2002). Individuals can redirect and involved with feelings and emotional state to make it easier in problem solving and creativity.

Operational Definition: Utilizing emotion was measured on how an individual is able to re-evaluate the experienced in their life with what is important and not important and come with the possibilities when the mood and emotion changes to make life worth living. It also can be measured when the person is able to come up with fresh ideas when change the emotions, and can solve the problems when in positive mood.

Academic Achievement

Conceptual Definition: Academic achievement is the outcome or result of education and extends to learners acquire the knowledge and skills (Svetlana, 2007). Meanwhile, Adedipe (1985) stated that the academic achievement is the school's evaluation of the pupils based on their marks and grades.

Operational Definition: Achievement was measured by Cumulative Grade Point Average (CGPA). The academic performance consists five categories that are super excellent, excellent, moderate, and weak and fail. The knowledge based on their education that growth with emotional and physical development.

Demographic

Gender

Conceptual Definition: According to Meriam Webster online dictionary (2012), gender is the behavioral, cultural, or psychological traits typically associated with one sex. According to Faris (1993), human are neutral at birth and gender is the consequences of nurture that they received since they were small. This research focuses on male and female adolescents.

Operational Definition: Gender was divided in two categories that are male and female. Gender could be influencing their emotion in daily life. Thus, it affects their academic

achievement in school or in university.

Ethnicity

Conceptual Definition: According to Hutchinson and Smith (1996), ethnicity named of population with a myth of common ancestry, shared memories and cultural elements. An ethnic also known as a human community which is normally has religion and language (Hutchinson & Smith, 1996). Eriksen (2002) stated that ethnicity is a social identity characterized by metaphoric or fictive kinship. Ethnicity also can be known as an aspect of social relationships between agents. The agents can consider as culturally distinctive from other groups who made minimum interaction in regular time.

Operational Definition: There are several main ethnics involve in this study, which are Malay, Chinese, and Dayak. However, other students from ethnic were categorized as others.

Significance of the Study: The research is significance to show the differences between emotional intelligence and academic achievement among undergraduates in Kota Samarahan. As undergraduates, they should learn about how to manage the emotion in front of people in difficult situations in their life. These terms are related to each other, especially when they are still study and will having examination and homework in school. Once students have emotion, they may face a lot of problems and it will affect their performance in the study.

Scope of study: This research study was conducted on undergraduates that had spent their whole day studying and giving their best effort in school. All students will generally be picked to be the respondent of this research study.

CHAPTER TWO

LITERATURE REVIEW

Emotional Intelligence

Salovey (2004) defined emotional intelligence (EQ) as organized responses, crossing the boundaries of many psychological subsystems, including the physiological, cognitive, motivation and experiential system. Emotions typically arise in response to an event, either internal or external that has a positively or negatively valence meaning for an individual. Emotions also about biological responses physiological reactions that can be prepare the body for adaptive action (Reeve, 1992).

On the other hand, emotional intelligence is the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and actions (Peter Salovey, 2004). According to Salovey (2006) emotional intelligence is a tradition refers to an individual's capacity that causes the emotions and the process of emotional information in order to enhance cognitive process. It also has a capacity for recognizing our own feeling and others, for motivating ourselves and managing emotions well in us and in our relationship (Daniel, 1999). Emotional intelligence is also about the ability to recognize the consensual agreed upon emotional qualities of objects in the environment (Mayer, 1990).

There is the current theoretical emotional intelligence model use to study emotional intelligence. This model consists of Bar-On's Emotional-Social Intelligence (ESI) model (1997; Bar-On, 2006), Emotional Intelligence ability model by Mayer and Salovey (1997; Brackett & Salovey, 2006), and Schutte Emotional Intelligence Scale (SEIS Schutte et al., 1998).

Mayer, Salovey and Caruso Emotional Intelligence Model (1997)

According to Mayer et al. (1997) these abilities perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate reflectively emotions so as to promote emotional and intellectual growth.

Table 1

Four-Branch Model of Emotional Intelligence (Mayer & Salovey, 2002)

-
- Emotional Perception and Expression.
 - The ability to identify emotion in one's physical and psychological state.
 - Emotional Facilitation of Thought.
 - The ability to redirect and prioritize thinking on the basis of associated feelings.
 - Emotional Understanding.
 - The ability to understand relationships among various emotions
 - Emotional Management.
 - The ability to be open to feeling, both pleasant and unpleasant.
-

Schutte Emotional Intelligence Scale (SEIS Schutte et.al., 1998)

According to Schutte (1998), they revised model emotional intelligence called Schutte Self – Report Inventory. Schutte et al. (1998) stated that Schutte Self – Report Inventory have been four branch dimension include emotion perception, managing self-relevant emotions, managing others emotions and utilizing emotion.

Table 2

Schutte Emotional Intelligence Scale (SEIS Schutte et.al., 1998)

<ul style="list-style-type: none">• Emotion perception is the ability to evaluate one’s emotion, reading body language for nonverbal messages as well as the ability to appreciate and comprehend emotional sense.
<ul style="list-style-type: none">• Managing others is the ability to use and generate emotion that related to each other (Brackett & Salovey, 2006).
<ul style="list-style-type: none">• Managing self-relevant emotion is the ability to be open feeling, and modulate them in one and others as to promote understanding that growth (Brackett & Salovey, 2006).
<ul style="list-style-type: none">• Utilizing emotion is the ability to know when someone share, acknowledging, having positive thinking on things, expecting good things to happen, ensuring that good emotions last, mood changes to positive outcome.

Schutte's Self – Reported Inventory Model

The Schutte's self –reported model of emotional intelligence of 33 items by using the four sub-scales of emotional intelligence. Elements are emotional perception, managing self-relevant emotion, managing others' emotion and utilizing emotion.

Table 3

Schutte's Self – Reported Inventory Model (Adapted from Schutte et al., 1998)

Components	Descriptions
Emotional Perception	<ul style="list-style-type: none">- A person who able to identify the emotion in one's physical states, feelings, thought and other people.- A person who able to understand the nonverbal messages of other people.
Managing Self-Relevant Emotion	<ul style="list-style-type: none">- A person has the ability to let their feeling guide them to know what is important or not and think wisely and use their feeling to make a decision for themselves and others.- A person that happy to seek out activities that can make others happy.
Managing Others' Emotion	<ul style="list-style-type: none">- A person has ability to manage the emotion in oneself and others that can make change into thinking.- A person that can arrange the event that can make others enjoy.
Utilizing Emotion	<ul style="list-style-type: none">- A person has the ability to redirect that associated feelings and use the easier problem solving and creativity.- A person that tends to coming up with new ideas when they feel change the emotion.

Emotional Intelligence Scale, Test and Measure

Schutte Emotional Intelligence Scale (SEIS)

Schutte Emotional Intelligence Scale (SEIS) is a freely available questionnaire developed by Schutte et al. (1998). Qualter et al. (2007) stated that SEIS is used to test emotional intelligence of adolescents and adults. There are 33 items self-report statements in SEIS and each statement is linked with five –point Likert Scale that is (1= strongly disagree until 5=strongly agree).

MacCann et al. (2003) stated that the SEIS was reviewed to measure trait of emotional intelligence, even though it was adapted from the Salovey and Mayer (1997) ability model of emotional intelligence. SEIS could provide a valid and reliable trait in measuring emotional intelligence. According to Schutte et al. (1998) defined that SEIS assesses perception, expression, understanding, regulating and harnessing of emotion one and others.

Previous Research

Emotional Intelligence and Academic Achievement

Several researches was done previously determine the relationship between emotional intelligence and academic achievement. The results of the researches were varied, however, as far as the effects on emotional intelligence and academic achievement is concerned.

Farooq (2003) found that students with high emotional intelligence showed better academic achievement. This is because effective learning can take place when students can develop understanding, skills, confidence and ability to communicate with each other (Nasir & Masur, 2010). According to Low and Nelson (2004) emotional intelligence skills are the key factors in academic achievement of high school and college students.

Besides that, a significant positive correlation between emotional intelligence and academic achievement was also found in a correlation survey research by Festus (2012). Festus (2012) suggested for improvement of emotional intelligence of students can be done